



RELATIONSHIP BETWEEN MULTIPLE INTELLIGENCE AND DIFFERENT TYPE OF SCHOOL STUDENTS

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Abstract

The aim of the study is to find out whether there is a significant difference between multiple intelligence and different type of school students, for which the survey method has been adapted. Random sampling technique has been used for the present study for the selection of sample. The sample of the study includes the higher secondary school students in Trichy District. The Multiple intelligence test questionnaire standardised by Sumithra (2014) have been used to find out influence of scientific attitude and different type of school students. Students think of science as "hard," "cold" and isolated from humanity. We need help in dispelling these ideas. You can make a difference by your interest in improving science education through personal contact with students. Science material appears "hard" because of the unfamiliar vocabulary and symbols, and perceived higher level thinking processes necessary to comprehend the concepts. There appears to be a need for a systematic approach to learning written scientific material.

Keywords- Multiple Intelligence of school students.

INTRODUCTION

Research over the past 30 or more years in educational, school, and related areas of psychology has demonstrated repeatedly that students who engage in strategic learning and test-taking perform at higher levels academically than those who do not, Academic achievement levels can be improved significantly by improving the study skills, learning, reading comprehension, test-taking, and related strategies of learners at all ages and is effective with both regular and special education students.

Learning strategies determine the approach for achieving the learning objectives and are included in the pre-instructional activities, information presentation, learner activities, testing, and follow-through. The strategies are usually tied to the needs and interests of students to enhance learning and are based on many types of learning styles. Learning strategies basically encompass the entire spectrum of a learning environment, to include processes, such as media, methods, technologies, and styles. And most importantly, strategies tie in both the learning methods and media to ensure they meet the needs of the Organizational goal.

NEED FOR THE STUDY

Learners are the core of the teaching learning process. Each learner is unique and their learning strategies also. Every student wants to be successful in the classroom. To be successful, every student has to “know his strategies”. The teacher should know the learner with reference to his entry behaviour, level of motivation, interest in the subject, attitude, aptitude and some information about his family environment. These mentioned factors influence the learner remarkably and jointly they create a pattern of learning functions in the brain, which is eventually responsible for the learning of the learner.

This pattern is widely known as learning strategies, which is a key factor for the learner to learn anything and every-thing. This personalized learning pattern differs from individual to individual and even introspect in particular learner. The learning strategies have its own impact in the academic achievement of a learner. „No man is an Island“, since the human person is living in the society; he/she has to interact with others. Relationship with others in the society is needed if one has to live his/her life peacefully and successfully. One who has a positive attitude of himself /herself can have a better academic achievement and also can reduce various stress of life. So if the academic achievement of the adolescents is healthy and positive, it would help him/her grow up positively and assist in adjusting the society in which he/she is a member. Academic achievement plays the major role in adolescent students to develop their image towards the certain areas. Hence it is essential to study the relations that exist between learning strategies and academic achievement. Education plays a vital role in developing skills of an individual. India is a developing country in Science and Technology. The present study aims to study the relationship between learning strategies and academic achievement of High school students.

Method of the Study

The survey method has been used for the present study to find out influence of multiple intelligence and different type of school students Random sampling technique has been adapted for the present study for the selection of sample from the school. The sample of the study includes the school students studying in Trichy District. The totally 300 samples selected for this study. The Multiple intelligence test questionnaire standardised by Sumithra (2014) have been used to find out influence of multiple intelligence and different type of school students.

ANALYSIS OF DATA AND INTERPRETATION

NULL HYPOTHESIS

There is no significant difference among the Higher Secondary School students with respect to Multiple Intelligence based on their Type of Management.

Table 1

Table show the significant difference among the Higher Secondary School students with respect to Multiple Intelligence based on their Type of Management

VARIABLE		SUM OF SQUARES	DF	MEAN SQUARES	F value	L.S
Multiple Intelligence	<i>Between groups</i>	21397.047	2	10698.523	14.043	0.01
	With in groups	226270.750	297	761.854		
	Total	247667.797	299			

INFERENCE

From the above table, it is observed that the F-ratio (14.043) is greater than the table value (4.60) at 0.01 level and hence the difference is significant. Therefore, it is considered for further analysis.

TABLE 2

Showing the significance difference of type of management of Higher Secondary School students for Multiple Intelligence.

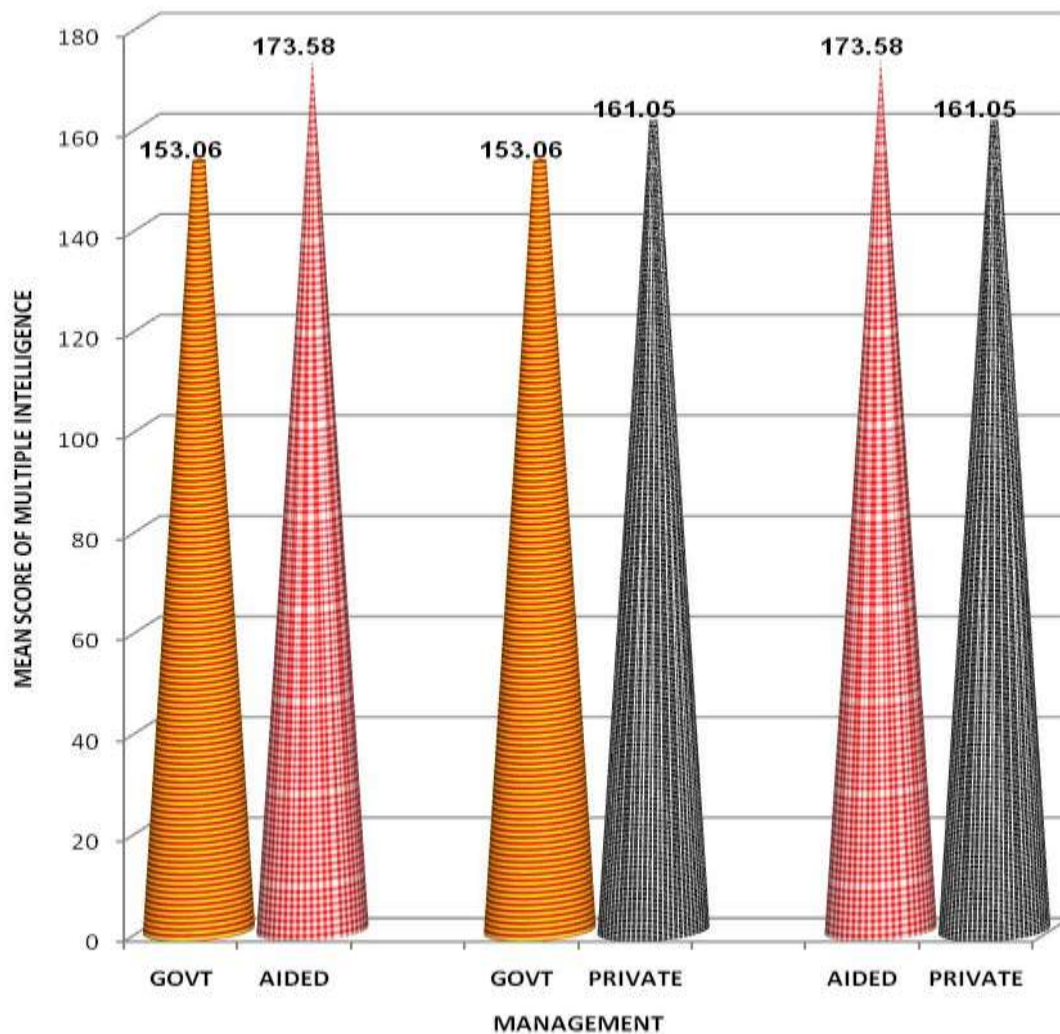
Variable	TYPE OF MANAGEMENT	N	Mean	S.D.	t-value	L.S
Multiple Intelligence	Govt.	100	153.06	21.149	5.635	0.01
	Aided	100	173.58	29.644		
	Govt.	100	153.06	21.149	2.130	0.01
	Private	100	161.05	30.976		
	Aided	100	173.58	29.644	2.922	0.01
	Private	100	161.05	30.976		

INFERENCE

From the above table, the t- value is found to be significant difference in the Scientific Attitude of Higher Secondary School students with respect to Government, Aided and Private based on their Multiple Intelligence at 0.01 level.

Hence the Null hypothesis is rejected.

GRAPH SHOWING DIFFERENCE AMONG THE MANAGEMENT OF HIGHER SECONDARY SCHOOL STUDENTS WITH RESPECT TO MULTIPLE INTELLIGENCE USING MEAN SCORES



CONCLUSION

Teacher should provide the task of collecting evidences and beliefs based on their self-observations, experiences and experimentation with the aim to test the validity of such baseless beliefs and superstitions. Proper encouragement should be provided to the students to carry out various test and experimental functions independently. Spirit of self exploration and investigation should be developed among them. This can only be done with the help of scientific methods.

Students think of science as "hard," "cold" and isolated from humanity. We need help in dispelling these ideas. You can make a difference by your interest in improving science education through personal contact with students. Science material appears "hard" because of the unfamiliar vocabulary and symbols, and perceived higher level thinking processes necessary to comprehend the concepts. There appears to be a need for a systematic approach to learning written scientific material.

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